

# Inspection of Bodriggy Academy

Humphry Davy Lane, Hayle, Cornwall TR27 4DR

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Daniel Simons. This school is part of Truro and Penwith Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

## **What is it like to attend this school?**

Pupils are proud to attend this inclusive, welcoming school. Building strong relationships is at the heart of its work. Parents and carers talk positively about the care that staff show and how the school helps pupils to do their best.

Pupils feel safe. They trust adults to listen to them if they have any worries or concerns. Pupils behave well and treat each other with respect. They understand the school rules and follow them, both in and out of the classroom. This starts in the early years, where children settle to new routines and behave well.

The school has high expectations for what all pupils can achieve, both academically and personally. Pupils know what staff expect of them. In lessons, pupils concentrate well on their learning. Pupils have opportunities to develop their skills and interests. For example, taking part in a dance event with a famous ballerina. The school encourages pupils to be fully involved in changes. For example, designing and equipping the new school library.

Pupils enjoy the range of extra-curricular activities and visits, such as skateboarding, construction and school choir. Older pupils value having the responsibility of being buddies for younger pupils.

## **What does the school do well and what does it need to do better?**

The school has been relentless in its drive to make the necessary improvements identified at the last inspection. The school has an ambitious curriculum that considers what pupils need to know and when they need to know it, from early years to Year 6.

In subjects where published outcomes have been below national expectations, the school has taken effective action to strengthen the curriculum. For example, it has made sure that staff have the subject knowledge they need to teach reading effectively. This helps them to better identify and remedy any gaps in pupils' learning.

Reading is a priority for the school. Pupils enjoy their visits to the school library and talk positively about reading 'karate'. Right from their start in Nursery, children enjoy listening to stories and rhymes. In Reception, children learn and remember new sounds well. Regular checks on their learning mean that most pupils build accuracy and confidence with their reading. Any pupils who struggle receive the support they need to catch up quickly.

The school has a well-designed and sequenced mathematics curriculum. This starts in the early years. Teachers use resources effectively to develop children's mathematical understanding. They explain new concepts clearly and model mathematical vocabulary well. Teachers ensure that there are frequent opportunities for pupils to consolidate their learning. This means that pupils have secure

knowledge. As a result, they progress well through the curriculum, tackling increasingly complex concepts.

Pupils learn well in most subjects. In music and science, for example, teachers check carefully that pupils' understanding is secure. Teachers use a variety of strategies to help pupils recall what they have learned before. This supports pupils to deepen their understanding. However, in a small number of other wider curriculum subjects, the school is still developing the systems to check on what pupils know and remember. In these subjects, pupils do not build their knowledge as well over time.

The school is ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know these pupils well. Individual pupil plans are precise. The school works closely with parents and external agencies to ensure that pupils get the right support. As a result, pupils with SEND learn the same curriculum as their peers.

Pupils behave well and have positive attitudes to learning. In the early years, children take turns and play well together. The school prioritises pupils' attendance. It tracks absence closely and intervenes early to stop pupils having too much time off. As a result, pupils attend school regularly.

There is a carefully considered personal, social and health education curriculum in place to support pupils' well-being and wider development. Pupils have a good understanding of different relationships. They develop their sense of character through taking part in the local carnival and working with local businesses to plan a new sensory garden. However, pupils' knowledge of some of the fundamental British values is limited. This means that they are not fully prepared for life in modern Britain.

Trustees and local governors understand the school's strengths and areas for improvement. They provide both support and challenge to ensure that the school continues to improve. Staff value the 'open door' policy that exists within the school and appreciate the way in which their views are listened to and acted on.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Assessment is still being developed in some subjects. In these subjects, it is not yet used well enough to check that pupils have securely remembered the knowledge they have been taught. As a result, pupils do not build their knowledge well enough over time. The trust needs to ensure that teachers use

assessment effectively across all subjects and use this information to inform future learning.

- Pupils do not demonstrate a complete understanding of the fundamental British values. This means that they are not fully prepared for life in modern Britain. The trust needs to ensure that it identifies specific opportunities for the teaching of these values, including meaningful opportunities for pupils to embed this knowledge.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136523
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10288173
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	305
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anita Firth
<b>CEO of the trust</b>	Dr Jennifer Blunden
<b>Headteacher</b>	Daniel Simons
<b>Website</b>	<a href="http://www.bodriggyacademy.info">www.bodriggyacademy.info</a>
<b>Dates of previous inspection</b>	15 and 16 January 2020, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2021.
- The school uses one registered alternative provision.
- There is a before- and after-school club managed by the governing body.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the subject leaders, the special educational needs coordinator, the staff, the pupils, the representatives from the local governing body and the representatives from the trust.
- Inspectors carried out deep dives in following subjects: early reading, mathematics, science and music. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the staff survey and the pupil survey.

### **Inspection team**

Mark Burgess, lead inspector

Ofsted Inspector

Lizzie Lethbridge

Ofsted Inspector

Jason Edge

His Majesty's Inspector

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